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ABSTRACT

The 11 research reports are reviwed under these topics: (1) The Situation in the United States, which reviews reports of the labor force activity of married women, study of dual careers, women in junior college, and attainment versus expectations of women, (2) The Situation in England and France, and (3) New Ideas and Programs for Women, which reviews reports of older women in the white collar labor force, programs for home economics related occupations, continuing education programs for women, and opportunities for women in skilled trades. "Plain Talk," a continuing column by the editor, discusses interests and plans of the National Center for Educational Statistics, a sequel to "A Conversation with Lynda," suggestions from the Postsecondary Occupational Education Seminar, and reasons why women work. An additional 22 studies are cited in the bibliography and ordering information is included. (SB)

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RESEARCH VISIBILITY

SYNTHESIS / APPLICATION / DISSEMINATION

DECEMBER 1970

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PREFACE

FUTURISM—A Concern of Vocational Education

A NEW TERM with new potential impact is well over the horizon these days. It is *futurism.* So far, it does not seem to be in the parlance of the educators. It is breaking out of the literature of business, industry and management.

However, it poses an interesting challenge to vocational and technical educators on at least two counts: (1) the projected long-term outlook of programs and services of vocational education which will result from our own initiative and research, and (2) those adjustments which will be thrust upon our programs by the influence of business and industry which are becoming serious about *futurism* right now and its implications.

It is professionally desirable that we work on the first count; the second count seems to put us in the "accessory to the fact" category. This is another way of saying that we may be closer to business and industry and their influences than even the most progressive vocational educators have ever professed.

The futurism notion poses no little challenge for our researchers, and it is a game to their liking. It may not sell on the current political and funding marketplace. It is not a simple concept. It is as exciting and as fresh as tomorrow. It is fascination with the long view ahead.

Ridiculous in over-simplification, futurism is "the pooling of ideas about the future." For a more full-blown discussion, there is exciting reading in the July-August 1970 issue of *THINK.* We cite a few excerpts from author George A. W. Boehm:

"One of the biggest boosters of futurism is the business world. It has embraced it in much the same spirit as it took to research, institutional advertising, analytic marketing, and scientific management within the last two or three generations. In many companies futurism is undoubtedly something of a fad—something management uses to demonstrate its enterprise to its directors and stockholders. On the other hand, Charles Darling of the National Industrial Conference Board (who helped establish the Institute for the Future) suspects a number of companies are so excited by their ventures into futurism that they are keeping quiet on the subject.

"Social accounting will take some time to catch up, for futurism today is where economic forecasting was around the end of World War I—roughly 20 percent science and 80 percent educated guesswork. Nevertheless, futurists already command a wide spectrum of techniques, ranging all the way from science fiction plots through polling opinions of experts to precise statistical analysis.

"Presidential advisor Daniel Patrick Moynihan, when he appeared at the announcement of the National Goals Research Staff, commented: 'If you change at a rate of 2 percent in the next 31 years, you will double the volume of whatever it was you were increasing.' In other words, futurists may accomplish a great deal in the long run, even if their forecasts make only a small contribution at first."

A Dynamic Future for Womanpower. It's long overdue. If you disagree, appraise our vocational efforts for girls and women over the history of our program. Better yet, make a review of research abstracts, domestic and international, for the sake of interest and an index of activity. You may find that the topic ranks below research and study of the American Indian, and this fact is not meant to disparage the plight of our Indian culture and the persons within it.

It is quite probable that our attitude (or lack of it) generally reflects the current mixed feelings of business and industry, although we should not excuse ourselves and look for a fall guy. We just do not seem to get around to facing up to the problem unless we are confronting a catastrophe in the nation's history.

"Fair warning." says Janet Smith in a reprint from *DUN'S** Her report, without taking a pro or con attitude, points up some well documented conditions of employment and discrimination of women. She does not comment upon inequality in education or vocational education. But more than a small head of steam is being generated in the women's lib movement, she indicates. Her information points up the fact that a sizeable number of corporations are making adjustments to meet women's demands; other illustrations indicate corporate rejection of the idea, or a wait-and-see notion of the true impact of the feminist cause.

Her concluding paragraphs are probably the basis of "fair warning:"

"To be sure, the women's liberation movement has so far attracted a relatively small number of women. The total number of active group members is estimated at around 50,000. But more important than the numbers, and what seems likely to give the movement real impetus, is the fact that women's liberation is a part of broader and deeper socioeconomic changes—particularly the civil rights movement—already under way.

" 'The issue is too plain, too ripe for it not to catch on,' says Eleanor Norton. 'And as it receives more exposure, it's going to dawn on more women with greater acceleration. You're going to find that no girl who goes to college is going to come out free of this issue as a primary concern. Young women are really going to turn to this thing.' "

Go With the Girls? *RV*'s abstract and reports this month, as indicated previously in these comments, are hard to come by, which is another way of saying that the research literature is not exactly profuse with concern for women or analysis of their employment and education.

Possibly a few cases of seriousness may be found, oddly enough, tucked in under the general category of "manpower." Undoubtedly, the manpower people in their research have been more concerned than the educators with the place and contribution of women to the workforce of the nation. Another possible rich source of information on womanpower is in the work of the Women's Bureau of the Department of Labor, although it seemingly has not concentrated on research, study and investigation.

*DUN'S. June 1970. Dun and Bradstreet Publications Corporation. "The Women—They Want Action." From *Notes and Quotes,* Connecticut General Life Insurance Co., Hartford.

Labor Force Activity of Married Women

Family Composition and the Labor Force Activity of Married Women in the United States. James A. Sweet. University of Michigan, Ann Arbor. 1968.

Data from the 1960 United States Census were used exclusively in this study of the employment patterns of American wives in relation to the composition of their families. A 1/1000 sample consisting of approximately 32,500 cases was provided the investigator by the Census Bureau. His goals were (a) to describe in detail the relationships between household composition variables and the labor force activity of wives, and (b) to examine the ways in which these relationships vary among categories of other variables, particularly the economic variables and color.

Variables considered in the study were classed as: (a) labor force, (b) family composition, (c) family history, (d) economic, and (e) other variables.

Study of the data revealed that family composition, and especially age and status of children (for example, whether or not living with the mother), are strong influences upon whether a woman works. Other variables which apparently affect employment rates of women are education level and family economic pressure.

The investigator found that limitation of his data to a single Census was frustrating in drawing conclusions. The relationship between work and family proved too complex to be dealt with effectively by the data used. Variables not collected in the Census, as well as the introduction of time into the analysis, were found to be desirable.

Some of the "areas of ignorance and ambiguity" which remain to be investigated in future studies are discussed in the concluding chapter of the report. It is noted that the Census provided static data regarding employment of wives, but that there is a lack of dynamic data and knowledge.

Among dynamic data which would be useful are those which would help to answer questions of "the decision process when the woman enters the labor force, and the way in which various factors are combined in reaching the decision to work; the way in which previous labor force experience exerts a persisting influence on employment; the influence of employment on fertility decisions; the actual life-cycle patterns of employment; the response of employment to changes in (as opposed to differentials in) husband's income or employment situation, and the process of arranging child care in order to work."

Other areas in which additional information will be useful include questions of motivations for working, the source of the higher rates of employment of Negro wives and mothers, the employment of the highly educated, child care arrangements, what provokes the decision to enter the labor force, employment patterns of women who are not living with husbands, the relationship between labor market characteristics and employment opportunities and the labor force activity of women, and decisions of employment or fertility.

The investigator also suggests that a study be done of the life cycle pattern of employment of real cohorts, in order to add to current knowledge of patterns of employment through the family life cycle. Such a study could clarify questions as:

(1) What is the nature of the economic incentive to work? Is it primarily to raise current consumption levels, to improve asset position, to repay debts?

(2) How does the presence of young children constrain work? Is it primarily a psychological-cultural constraint, a time-budget constraint, or an inability to make satisfactory child care arrangements? Are there some subpopulations for which one of these predominate, and others where another is most important?

(3) To what extent are work and fertility conscious alternatives? Is work simply a residual activity, after fertility choices and decisions are made? Of particular interest here may be the decision to have a first birth.

(4) What factors actually precipitate the decision to begin or cease working? How do these factors differ among subpopulations?

(5) To what extent does prior work experience raise the probability of entering the labor force at a particular life cycle stage?

(6) What is the time pattern of re-entry or entry into the labor force after the birth of a child? How does this pattern differ among subpopulations? Do college educated women and career-oriented women re-enter the work force earlier than the less well-educated?

The investigator concluded his report by recognizing the limits of the research he had done: "In the future the research that is likely to have the most payoff in terms of improving our understanding of the employment of wives will have to be more dynamic in orientation. We can speculate on many of the important dynamic questions from the results of our studies of the statics of employment. To go very much beyond speculation will require new sources of data and additional explanatory variables."

Study of Dual Careers

Dual Careers: A Longitudinal Study of Labor Market Experience of Women. Vol. I. John R. Shea, et al. Center for Human Resource Research, The Ohio State University, Columbus. May 1970.

This is volume one of a five year longitudinal study of women 30 to 44 years of age. Other longitudinal studies are being conducted by the Center for Human Resource Research of men 45 to 59 years of age and of young men and women 14 to 24 years of age.

(The first survey of young men, *Career Thresholds: A Longitudinal Study of the Educational and Labor Market Experience of Male Youth 14-24 Years of Age*, was reviewed in the December 1969 issue of *RV*.)

This volume is based on data collected in the initial interview survey of a national probability sample of noninstitutional civilian women 30 to 44 years of age which was drawn by the Bureau of the Census. The survey, conducted in mid-1967, analyzes the present status and attitudes of the women in relation to the labor mar-

ket, their prior work experience and their future plans. Subsequent reports will explore and attempt to account for the changes that occur over the five years of the study.

Reasons for studying this particular age cohort of women varied. For one thing, it is during this age span that many married women return to the labor force after their children are in school. Whether this is viewed as a second work career or merely a continuation of the first, it is important from a policy point of view to be aware of the problems of readjustment that frequently are encountered.

Moreover, irrespective of departure from and re-entrance to the labor market, the fact that most married women have careers as homemakers in addition to whatever roles they may play in the labor market means that their labor market decisions are likely to reflect more complex sets of forces than those of men.

Another question which the longitudinal study is attempting to answer relates to the apparent underutilization of the skills which women workers possess. In recent years, nearly a fifth of all employed women college graduates have been found working in clerical, sales, service, and operative jobs. The study is interested in learning whether such apparent "underutilization" is related principally to women's work attitudes and the conditions they themselves set for their employment, to their past labor market experiences, or to other factors.

Two Variables Surveyed

Two different types of variables are surveyed in this study: "static" and "dynamic." "Static" variables are described as "those characteristics of the respondents that remain constant throughout the five-year period" and include such factors as color, date and place of birth, area of residence at age 15, and occupation of mother at that time as well as variables relating to work experience prior to the initial survey.

"Dynamic" variables are those subject to change during the five-year period of the study and include current labor force and employment status, annual work experience, yearly income, marital status, number and ages of children, health of respondent and family, extent of occupational training, and attitudes.

Selected characteristics of the sample are described in this volume. Briefly, the sample was determined to consist overwhelmingly of married women living with their husbands. About one in seven had at most a grade school education and 18 percent have at least some college. About a third of the women with work experience have had some occupational training since leaving school full time, and about 15 percent of the women in the study have received professional or trade certification.

The analysis of data in this volume can be considered a prologue to that which will appear in forthcoming volumes. In this first segment of the study the investigators have examined labor force participation, prospective labor force and interfirm mobility, several characteristics of current employment (occupational assignments, costs of transportation to and from work, child-care arrangements and extent of part-time employment), lifetime occupational and geographic mobility, and various attitudes toward child care, homemaking, and work outside the home. Explanation of variation in all these aspects of behavior has been sought in terms of a large number of demographic, economic and social-psychological variables.

Findings Summarized

The final chapter of the report, "Summary and Conclusions," attempts to emphasize aspects of the study which appear to contribute most to an understanding of the labor market behavior of the women and to the development of guidelines for effective human resource policy. Some of the important aspects are, in condensed form:

- "For large numbers of women, an opportunity for productive employment involves far more than self-fulfillment or supplementary family income . . . such income is critical to a decent life and to escape from poverty and dependency."
- Of women who work part time, "nine out of ten cited noneconomic reasons for working less than 35 hours a week, as it would appear that hours of work, distance traveled to place of employment, child-care arrangements and, . . . choice of occupation are interrelated in rather complex ways."
- "Married women between the ages of 30 and 44, especially when they work full time, make considerable contribution to the incomes of their families."
- Ninety-five percent of employed women in the sample liked their jobs, and three out of five said that they would work even if they could live comfortably without the additional money they bring in.

Variation in the labor market behavior of older women is attributed in large part to factors of marital and family status, education and health, color and attitudes toward home and work. The ways in which different variations in these factors affect labor market behavior are summarized in the final chapter.

Areas for Future Study

In addition, this chapter presents a forward look at problems which will be considered in future volumes of the longitudinal study of this section of the labor force. First, the investigators hope to examine in greater depth some of the issues which were approached in the first report. They also expect to describe and to analyze changes in labor force and employment status and movement between jobs. Third, they hope to make a test of the predictive value of . . . attitudinal measures and an assessment of their stability over time.

A fourth area of interest will be the extent to which . . . married and nonmarried women with or without children accommodate to various labor market opportunities. Fifth will be an examination of career occupational mobility and rates of pay. Finally, they expect to evaluate the effects of certain changes in the environment within which families live and work.

Environmental Manpower

The first phase of a project for developing a national system for training environmental manpower, a series of Regional Environmental Manpower Teach-Ins, is now in progress. Meetings are scheduled for the months of December and January in San Francisco, Kansas City, New York City, Philadelphia, and Dallas.

Information on the Teach-Ins may be obtained from the Division of Manpower Development and Training or the Environmental Education Studies Staff of the U.S. Office of Education.

Women in World of Work

Women in the World of Work. Elizabeth Wright. Tennessee Occupational Research and Development Coordinating Unit, Knoxville. May 1967.

This paper explores the woman's role in the nation's labor force. It provides a review of existing literature on the subject and a set of graphics offering detailed statistical data. It also gives the results of a conference at which leaders in fields directly concerned with training and employment of women discussed the implications of working women for education, business and industry, and service areas as well.

The literature review offers numerous statistics regarding the recent "revolution" in the place of women in the world of work. And it provides an examination of the forces effecting this change: economic, social and cultural.

Economic forces which have contributed to the increase of women in the labor force were found to include:

1. The development of many jobs particularly well suited to women.

2. The expansion of secondary school and college education . . . better educated women usually are challenged to make use of their knowledge.

3. A more liberal interpretation of the roles of women . . . an acceptance of women working in the labor force and combining the roles of career woman and homemaker.

4. The diffusion of the knowledge of birth control techniques throughout most of the population . . . enabling women to determine when to have children and to shorten the span of years that are devoted to maternal responsibilities.

5. The reduction of the amount of time necessary for homemaking responsibilities which has been a result of the increased technology of household appliances . . . making it possible for many women to reallocate their time and energies to other endeavors.

6. A shift in the attitudes of husbands.

Societal forces of lengthened life span, early marriage and early child bearing age have caused three distinguishable cycles pertaining to women's participation in the labor force: before the advent of children, during the time when home and children are a major concern, and during the time when home and family make fewer demands on time.

Cultural forces are seen as the conflicting influences of society and education. "Societal influences place greatest emphasis on the roles of marriage and motherhood. However, both sexes receive the same educational orientation which aims at self-realization through work. For women, this is interpreted as a 'contingency education' which may be defined as education of women for the world of work so that they will be able to take over in emergency crises."

Need Encouragement

Miss Wright points out the need for research and concern for the working woman in occupations classified at the lower end of the occupational scale.

"Generally, they have not received a great deal of training for an occupation. This . . . inhibits their ability to compete for jobs with skill requirements and . . . relegates them to the lower-paid categories. A variety of training programs needs to be established, and the incentive to be trained needs to be developed further. Such women, on the most part, do not need to be induced into the labor force—most are working because of actual or perceived economic necessity. They do need to receive encouragement to upgrade their occupational skills."

The literature search reveals that a woman's decision whether or not to work is based on economic, social and psychological factors. Of these, economic factors are the strongest motivation.

Main Social Factor

The main social factor for a woman's labor force participation is education. "It is significant that the more education a woman acquires, the more likely she is to seek paid employment, irrespective of her financial status."

The literature review also reveals the possibility that women may be influenced psychologically by social custom in their decision of whether or not to have a career. "If women feel that they are powerless to redefine their role, the labor force may lose the contribution many women are capable of making."

The working conference of leaders in the fields of business education, office occupations, health education, home economics, and vocational guidance produced implications, conclusions and opinions for educators, business and industry, and service areas.

Here are some excerpts from the committee's opinions regarding implications for the educational community:

"An appropriate education for both men and women must be related to the totality of the challenges which they will meet in life. Since more and more married women will eventually be employed part-time or full-time, the desirability of their securing an educational base from which they can acquire skills is evident."

"There seems to be a definite need to change the attitudes toward women in the world of work and the attitudes women have toward work. It seems logical that there should be more of an emphasis placed on the dual roles a woman may expect to face in her lifetime."

"Women should be encouraged to continue education and training after marriage—this would enable them to cope with technological changes when they are ready to re-enter the labor force."

Implications Facing Business

Implications facing business include:

"When working women are faced with life problems such as pregnancy and the need for maternity leave, employers will have to adapt working situations to family situations that must come first at certain periods."

"Employers may also find it desirable to adjust their methods, records, etc., to changing personnel to allow for situations when working women find it necessary to leave the labor force."

"Business and industry can encourage professionally trained women into their fields by equalizing salary schedules on the basis of experience and training rather than sex."

"Service areas will find that the increase of women in the labor force will have implications for them in the form of increased calls for child care, housekeeping and food services. The overall implication for this area is that opportunities in this field for employment will greatly increase."

The work committee also suggested areas in which further information is needed:

1. The attitudes of various groups toward women in the world of work.
2. The attitudes of working women.
3. The perceptions of working women.
4. The need for future employees to facilitate the setting of realistic aspirations or expectations for women in the labor force.
5. Job requirements and the opportunity for upward mobility.
6. Nursing programs in the high school.
7. Children's perception of their roles and their attitudes toward their sex role.
8. The effect of working mothers on young children.

Junior College: An Attraction

Junior College: An Attraction to Women. Betty Shoulders. University of Missouri, Columbia. 1968.

Reasons why women selected the junior college for beginning or continuing their education were the focus of this study. Questions considered were:

1. Do women living in a small town have different motivations for enrolling in a junior college than those living in an urban area?
2. Is there a difference in motivational factors according to the age of the women?
3. To what educational level do these two groups aspire?
4. What are the vocational plans of the two groups with regard to occupational area of interest and full or part-time employment?

Reasons for attending a junior college differed with age groups. The older age group (ages 40 to 50) chose junior college work to either learn or up-date skills or for personal satisfaction, while younger women (ages 22-39) attended junior colleges because of the low cost or because they were able to live at home.

The majority (62 percent of the small town group and 60 percent of the urban group) of women aspired to bachelor's degrees. The occupational areas in which they indicated interest and percentage distributions are indicated in the following table:

Occupational Interests of Women Students at Selected Public Junior Colleges

Occupational Area	Small Town	Urban
Teaching	64%	19%
Business/secretarial	7%	19%
Social work/sociology	5%	8%
Nursing		8%
Dental hygiene	3%	6%
Medical-technology/ librarian		6%
Data processing	3%	5%
Miscellaneous and no answer	18%	31%

Difficulties which students indicated encountering in attending a junior college and comments which they made on their questionnaire forms resulted in the conclusion that further consideration should be given to: (a) orientation of part-time students; (b) a flexible program, with the opportunity to change attendance patterns from one semester to the next as conditions change; (c) advantageous scheduling of courses and sections to meet the needs of part-time students; (d) providing part-time students with more information about the counseling service; (e) financial aid for part-time students who need it, and (f) experimentation with teaching methods and materials that would be most suitable to adult learning.

The report was concluded with the suggestion that "more attention should be given to determining the needs of the adult population with regard to beginning, continuing or up-dating their education."

Attainment Vs. Expectations

Occupational and Educational Attainment of Women as Related to High School Occupational Expectations and Background Factors. C. Olien and G. A. Donohue. Department of Sociology, University of Minnesota, Minneapolis.

The increasingly important role which women are playing in the occupational structure of the nation has brought up questions of whether the occupational attainments of women in the labor force coincide with their occupational expectations upon graduation from high school, what they expect from their jobs, and whether they are satisfied with them. Also, how important are certain background factors such as father's occupation, parents' educational level, residence, and type of area in influencing their educational and occupational attainments?

This paper is based on data from a survey of graduating high school seniors in Minnesota in 1956, and from a 1963 follow-up survey of female graduates. The following are results of a longitudinal analysis of the data in regard to actual occupational and educational attainment as they relate to expectations, residence, father's occupation, and parents' education:

- Occupational expectations were significantly related to occupational attainment: the divergence from expectations is greatest for the professional category and least for the clerical.
- Occupational expectations by residence upon graduation from high school do not differ significantly, but actual occupational attainment does differ significantly by area of residence.
- Occupational attainment differs significantly with father's occupation: daughters of "white collar" workers realize higher levels of attainment than daughters of "blue collar" workers, with farmers' daughters having the lowest level of attainment.
- There was a high relationship between educational expectations and actual educational attainment.
- Educational attainment differs significantly depending upon area of residence. The lowest percentage of college attendance was among farm girls.
- The educational attainment of girls is significantly related to the education of both parents; the daughter of parents who have attended college is more likely to go beyond high school in her education.

This preliminary examination of the situation indicated that the factors which contribute to differential levels of occupational and educational attainment of males are basically the same for females. It appears that failure to place emphasis upon educational attainment for farm girls and daughters of "blue collar" workers establishes a barrier to occupational attainment and a failure to realize shared expectations.

NEXT MONTH . . . In the January issue *RV* will deal with the topic, Vocational Education Research.

See Bibliography for information on availability of complete studies

Education, Training and Employment in England

Education, Training and Employment of Women and Girls. Association of Teachers in Technical Institutions, London, England. February 1970.

Of the nine million women now working in England, the proportion in skilled, technician, supervisory, and managerial jobs is declining. Concern for the condition of waste of the abilities of women in the British labor market moved the Association of Teachers in Technical Institutions to examine the pertinent statistics and make recommendations for improving the situation in a policy statement.

A glimpse of the situation in that country may be obtained through the following statements.

". . . though the numbers of women employed are increasing, the proportion getting trained is not; in whole important fields of further and higher education girls are negligibly represented. Thus while more and more women are working—and particularly returning to work after bringing up their families—more and more of them are being forced into types of work for which demand is likely to decline—unskilled manual and clerical.

"There is a real danger that large numbers of women may become unemployable because they have not been given the opportunity to gain the skills and knowledge that our economy will require of workers in the next few decades. And it is almost impossible to estimate the degree of frustration and missed satisfaction to which women employed below their capacity—and increasingly below their educational attainment—are subjected.

"One of the things which the Industrial Training Act of 1964 was expected to do was to improve the opportunities for girls and women to receive training at work . . . these hopes have so far not been realized."

"*The Survey of Women's Employment* produced by the government Social Survey in 1968 showed that on-the-job training had been received for only about one type of work in six by the respondents of the survey. Only one type of work in fifty involved an apprenticeship and only one in a hundred a learnership. Less than one in twenty types of work involved training lasting more than six months and on-the-job training had been received for about one-eighth of non-manual types of work and one-fifth of manual types. When working women in the survey were asked whether they had any training or qualifications not used in their present job one in five said she had.

"The frequent employers' argument that training and promotion of women beyond a certain level does not pay because they don't stay long enough is a weak one. There are indications, quite apart from common sense, that a low level of interest and responsibility in work leads to a higher turnover. Conversely, there is evidence that the higher the interest, skill and responsibility of the job, the more likely are women workers to seek an early return to it after bringing up their families."

Recommendations were made for improvement of the situation of underemployment of women:

1. Teachers should be trained to give advice on helping their pupils toward a suitable and informed choice of work.
2. Encouragement should be given to more teachers to train for careers work.
3. A career guidance service for older women should be established.
4. Parents' horizons should be widened so that they can encourage their daughters to seek careers in other than the traditionally feminine occupations.
5. Colleges should encourage girls to enter other than traditionally feminine occupations, and they should use their publicity and influence to encourage employers to accept girls in these occupations.
6. Every kind of pressure should be exerted to make employers think about the use made of women employees.
7. It should be made a condition of government grants "that firms give the same proportion of girls as boys in any job training and release for education; there should be special grants for firms that train girls and women for jobs outside the traditional female range."
8. Suitable provision should be made in the new Education Act to ensure that not only are all forms of education open to girls, but that it shall be an obligation on education authorities to ensure that they are fully aware of all opportunities, and to give positive encouragement to them to use their abilities to the full in further education and work.
9. Discrimination against women should be legislated against.
10. Publicity of the career problems of women should be made through the press, women's magazines and teachers' organizations.

Training of Women and Its Problems in France

The Vocational Training of Women and Its Problems. Marguerite Thibert. From "Revue Française de Pédagogie." Paris. No. 4, July-September 1968, p. 18-31.

This article, originally published in a French magazine, deals with the employment of women, their occupational distribution and vocational training opportunities, and it offers an analysis of existing obstacles and ways and means of overcoming them. With the hope that readers may find enlightening this insight into the educational situation of women in France, RV *presents an abstract of the article from* CIRF Abstracts, *a publication of the International Labour Office, Geneva, Switzerland.*

The needs of the employment market are changing rapidly as a result of the technical evolution now in progress. The higher the category of employment, the more marked are the needs: 75 percent for research personnel, 48 percent for senior management and technical staff, 30 percent for the teaching staff, and 14 percent for skilled workers. From the present capacity of the training facilities system it may be deduced that there will be substantial annual deficits of qualified personnel and a superabundance of unskilled workers.

The line of demarcation between manual and clerical workers is vanishing as is also that between men's and women's occupations.

The distribution of men and women is very unequal according to the level in the occupational structure. Women form the great majority of the lower categories, while their proportion diminishes the nearer the apex of the pyramid is reached: senior management and the liberal professions (including teaching) 16.6 percent, middle grades (including teachers and personnel of the social services) 39.3 percent, technicians 9 percent, clerical workers 58.1 percent, industrial workers 21.6 percent, employees in the service occupations 80 percent (percentages taken from a 1 in 20 sample taken from the 1962 census).

In the *manufacturing industries,* the distribution, according to a Ministry of Labour survey covering some 4 million wage earners in 1964, was as follows:

managerial staff
4 women: 45 men,
operatives
245 women: 503 men.

But in the latter category, of 1,000 female workers only 120 were employed at skilled worker level (comparable figure for men: 442).

In *commerce,* according to the same survey, women represented approximately 60 percent of the sales staff, typists and secretaries; their proportion was low in the technical occupations—16 to 18 percent according to the branch—and among managerial staff—5 to 9 percent.

In *banking and insurance* the 1962 census showed that women comprised 49 percent of the personnel. In 1965, the percentages of women employed in some 30 insurance companies were: clerical work 98.9 percent, business machines 66.9 percent, bookkeeping 62.1 percent, administrative work and correspondence 61 percent, duplicating 56.3 percent, and only 35.2 percent in the claims department.

In *the civil service,* a tendency towards promotion is to be discerned, especially in the upper grades, but the distribution trends described above tend, on the whole, to be repeated.

Among *high level professional categories* the figures show an absolute increase between 1954 and 1962, especially as concerns women doctors, pharmacists, chemists, and accountants, as well as among professors and assistants in post-secondary education.

General education and vocational training

The level of general education is substantially the same for men as for women, if one considers only the proportion of primary and secondary school certificates. The situation is less favourable for women at the level of the higher diplomas, although the difference is less acute in the under-30 age group. It should be noted that 68 percent of women holding a diploma higher than a secondary school certificate (baccalauréat) are in gainful employment whereas the proportion of women with no certificate or diploma in employment is 32 percent, which proves that the former tend to stay in employment even during the 10 to 15 years of added family responsibilities. The education and training of women are therefore a profitable investment.

Voc-Tec Training Centers

The syllabi for girls and boys in this sphere of instruction are different, although they claim to be equivalent and the certificates or diplomas awarded at the termination of the course go by the same name. The range of subjects accessible to girls is much smaller and the options tend to be limited to fields in which employment opportunities are very poor, since the syllabi are thoroughly out of date. An abundance of training courses for girls exists in the clothing trade, an industry with diminished employment opportunities, whereas only 2.5 percent of girls in the industrial technical education sections were registered in training courses for the mechanical or electrical engineering industries, which after all employ 25 percent of the female labour force. Instead of training women for an occupation which will guarantee them a livelihood, vocational training tends to give them a general preparation for their function as mothers (witness the large numbers still being trained for a trade certificate in dressmaking). This outdated system is common to all syllabi based on separate institutions for boys and girls. Any attempts to adapt syllabi, training methods and equipment are usually made for the boys. A single network of schools would be less costly.

In 1966, 55.4 percent of the girls in vocational schools were to be found in the business sections (training as secretaries, typists, and saleswomen). In the secondary technical schools (lycée technique) clerical and commercial occupations were chosen by 78.8 percent of the girls; in a limited range of industrial subjects (total 17) the proportion of girls was 5.7 percent—a 30 percent improvement over 1963-64. This is a result of an interesting experiment setting out to prepare to fill the middle-level supervisory and managerial posts in industries with a mixed labour force. "Higher technician diplomas" have now been introduced into the syllabi for girls. In 1965-66 such diplomas were awarded to 5,058 girls (12,091 to boys). On the other hand, few girls even today register for the business schools at post-secondary level which are fully open to them whereas numerous clerical workers and secretaries get their training in the private schools which are springing up everywhere and flourishing with the aid of excessive publicity likely to cause subsequent unemployment.

Training outside the school system

Centres for further education or social advancement give people already in employment a chance to obtain further training. In 1963, they awarded 1,651 certificates for highly skilled workers to women (nearly 28 percent of the total) in the following fields: hairdressing, clerical work, clothing, and dispensing. However, unskilled women industrial workers do not seem to have taken advantage of this opportunity to improve their situation.

Accelerated training provided by adult vocational training (FPA) centres offers a special opportunity to numerous women who need rapidly to acquire, supplement or update skills and knowledge: e.g. those who entered employment without a proper training, who gave up their work to look after young children, or whose family situations may have changed. In 1962 little more than 3 percent of the trainees were women. It should be mentioned that (a) 69 percent of these FPA courses concerned occupations in the building sector, which excludes women workers and (b) 23 percent of them are in the metal trades and general mechanics, for which the centres usually will not

accept women trainees. Centres which did accept them trained mainly for the textile industries, clerical work, electrical engineering, the leather and shoe industries, electricity, the chemical industry, the manufacture of plastic materials. The poor participation rate of women in these courses may be explained by their lack of mobility (for family reasons), lack of accommodation for women trainees at the centres, and the fact that too much weight is given in accepting women as trainees to the possibilities of placing them in employment, which are still too limited. Since 1962 there has been some improvement, especially at technician level, but the proportion of women trainees remains on the whole very low.

Conclusions

The situation described above seems to be rooted in a certain concept of women in society at large. Lack of training does not by itself explain the inequalities in employment opportunity as between men and women: they result above all from social attitudes of discrimination which lead to underrating women or discouraging them because of lack of definite openings for promotion. The tendency is still to relegate women to the simpler semiskilled, repetitive type of operation (assembly in the mechanical, electrical and electronic industries, or punch-card operations), occupations in which their dexterity ensures a good output. Traditional images operate even at the planning level: women are considered a marginal and subsidiary source of manpower. There exists a veritable vicious circle between employment and training for women that must be broken.

Often parents do not take the future career of their girls seriously enough. Hence the function of the vocational guidance officer is of great importance in helping children and parents to set their sights higher in the choice of an occupation. Moreover, in co-educational training establishments, special attention should be given to the placement of their best women graduates in the sectors of the economy they really want to enter, which will help overcome traditional prejudices and create precedents and new attitudes.

Care should also be taken that the development of in-plant training centres or group training schemes, under agreements with the State, which will result from the new French legislation on training will not aggravate the inequalities here mentioned. It might be advisable to provide for the compulsory insertion of anti-discriminatory clauses in the agreements.

Topic Three: NEW IDEAS AND PROGRAMS FOR WOMEN

See Bibliography for information on availability of complete studies

Older Women Entering White Collar Labor Force

A Study of the Older Woman Worker Who Has Attempted To Enter or Re-Enter the White Collar Labor Force Through the Assistance of Community Training Programs in Clerical Occupations. Dwayne Gene Schramm. University of California, Los Angeles. 1969.

The change in the composition of women participating in the labor force (from an average age of 28 in 1920 to age 41 in 1966) prompted this study of the woman worker. Its primary purpose was to investigate six clerical training programs with participants who were women 35 years of age and over, and to see whether these programs assisted the women in making entry or re-entry into the white collar labor force.

Secondarily, the study attempted to develop a profile of the older woman who participated in the training programs with the hope that the results would provide direct, descriptive information for those engaged in the education, job placement and employment of older women.

A review of literature pertaining to the changing status of women workers is presented in the report. The following trends were noted by Dr. Schramm:

1. The average woman worker of today is married and 41 years of age.
2. Married women outnumber single women 3 to 1 in the population and 2½ to 1 in the labor force.
3. Women workers account for the majority of the part-time workers.
4. Many women entering or reentering the labor force in their older years are in need of training or retraining.
5. According to Department of Labor forecasts, the female labor force in 1980 will be more than half again as large as it was in 1960 with much of the growth expected to be among married women.
6. Public employment agencies throughout the United States are giving more attention toward providing services for the older woman.

Data relating to personal information, clerical training, entry or reentry into the white collar labor force, and personal reactions were gathered, classified and interpreted. Data were collected by making visitations, conducting interviews with teachers and administrators, and analyzing literature pertaining to course descriptions.

Data collected on the training programs were consolidated into descriptive narratives. Data collected through interviews with training program participants were recorded on an interview form. These were then synthesized and presented primarily in table form.

A summary of data collected on each of the six training programs revealed that none of the programs had training exclusively for the older woman. The prerequisite for entering the programs was generally a genuine interest in clerical work, although some of the programs also required the ability to type. Program length varied from one semester to several years.

The data also indicated that the training programs did not have any set pattern for pretesting of trainees or any special guidance and counseling sessions, although the California Department of Employment, which had referred many of the women to the programs, had conducted preliminary screening for clerical aptitude and was available for job placement assistance both during and after completion of the programs. Those who did not contact the Department of Employment were, however, usually left to their own devices to locate clerical jobs.

Other findings showed that publici-

ty for the programs consisted mainly of notices and articles printed in local newspapers or adult education bulletins. None of the publicity releases, however, was directed exclusively at the older woman.

Data on the women's reactions to their training programs revealed that they were generally satisfied with their training. In fact, 84.5 percent of them said that all of the training they received was essential, and that none of it could have been eliminated. Thirty-eight percent of the women believed nothing was lacking in the programs, but 41 percent would have liked to have had more time devoted to training.

Data regarding entry or re-entry into the white collar labor force revealed that 46.6 percent of the women interviewed attributed their entrance into the training programs to financial reasons. Upon completion of the training programs, however, 23 of the 58 women did not look for clerical jobs. Reasons for not looking for jobs were given as need of more clerical training, pursuit of more advanced training, family responsibilities, or not having arranged for job interviews.

The women generally did not think that their age was a liability in obtaining a clerical job, although those employed in non-clerical jobs were more inclined to see age as a liability than those in clerical positions, and those not employed were the most inclined to consider this a liability.

Office Skills Acquired

Seventy-five percent of those women working in clerical positions at the time of their interview credited the training course with their ability to obtain their jobs. Reasons given for this were that the training helped them build the necessary office skills that the jobs required, that the employers took notice of their recent training and felt it was indicative of a desirable quality for employment, and that the training gave them confidence to interview for jobs.

Findings of this study indicated the following strengths of the training programs:

1. The programs provided a means by which older women were able to obtain new or refresher training in clerical skills.
2. The programs were offered at times which were convenient to the schedules of older women.
3. The prerequisites for entrance into the training programs were limited so that the older women could generally enter them, regardless of their level of clerical abilities.
4. The teachers of the programs were well qualified and possessed valid California teaching credentials.
5. The programs were sponsored by public funds, thus allowing the trainees to attend classes at minimum cost.
6. The training programs did help some older women gain entry into clerical occupations.
7. The classrooms used in the training programs were provided with modern equipment for teaching clerical skills.
8. Other values, such as the establishment of a feeling of independence and self-confidence, resulted from the training in which older women participated.

Areas for Reinforcement

Suggestions were made by the investigator of areas in which the programs could be reinforced:

1. While counseling and guidance services related to instruction seemed to be adequate and freely given by those in charge, there was evidence that these services were almost nonexistent in helping these women make the adjustment from the home to training and from their work in school to the jobs they obtained.
2. Businessmen and representatives from employment agencies were invited to speak to the trainees in the classrooms, but contact between the programs and business did not go beyond this. Efforts to help the trainees bridge the gap between training and employment appeared to be lacking, and no agency was responsible for this coordination.
3. Job placement services were limited; for the most part, trainees had to rely on their own resources for seeking employment.
4. The various training programs had excellent purposes in themselves, but efforts to coordinate them appeared to be lacking. Individual classes were well taught, but they were not integrated into an overall effort of providing clerical training for adults in the Fresno area.
5. Proficiency certificates were issued for some of the courses. but there was no uniform certification among the programs stating the level of achievement by the trainees.
6. A few welfare recipients were included in the training programs, but it appears there should have been a greater number of them in view of today's need for helping these people find jobs.
7. Mexican-Americans and Negroes were included in this study but not in numbers proportionate to their representation in the total population in Fresno. Women in these ethnic groups have a high unemployment rate in Fresno and logically should be a major part of training programs designed to establish employability.
8. Specific descriptions of job preparations and statements of standards to be achieved for minimum employability were not stated for the clerical training programs.
9. The training classrooms were well furnished with equipment—perhaps too much so. Money spent on equipment might have been more profitably channeled toward providing for more teachers, teachers' aides, and guidance and counseling services.
10. Publicity releases about the training programs were general and not aimed specifically at older women, nor were special efforts made to recruit this group of potential clerical workers.
11. Training in the programs was largely skill oriented. The treatment of the broader aspects of clerical employment usually was not in evidence, such as instruction in English, mathematics, business principles, and human relations.

Assisting Older Workers

While recognizing that the training programs investigated in this study were not exclusively for the older woman worker, the investigator offered some recommendations for developing those strengths of the programs which were especially benefical to this group:

1. Consideration should be given to setting up counseling workshops for women 35 years of age or over who wish to enter or re-enter the white collar labor force.
2. The formation of an administrative body composed of the agencies identified with the training programs of the older woman attempting to enter or re-enter the white collar labor force should be considered.
3. Thought should be given to the

possibility of issuing certificates of proficiency to the older women who attempt an entry or re-entry into the white collar labor force through clerical training programs.

4. Consideration should be given to recruiting welfare recipients and women from minority races into the training programs.

5. The curricula for the clerical training programs for the older woman should be flexible in composition.

6. Job standards should be established and used as training objectives for the various clerical job preparations in the training programs.

7. Consideration might be given to expending more funds on teachers, teachers' aides, and guidance and counseling services rather than on a great outlay for equipment.

8. Special publicity releases devoted to clerical training programs for women 35 years of age and over should be considered.

9. The broader aspects of clerical training might be included in the curricula offered to the older woman.

The report is concluded with suggestions for further research, a bibliography and copies of working papers used in the study.

Prcgram for Home Economics Related Occupations

The Devlopment of a Work Orientation Program for Home Economics Related Occupations, 1964-1966. Elsie Fetterman. Connecticut State Department of Education, Hartford. 1965.

As the role of the woman has changed, it has become evident that home economics curriculums must prepare students for more than just homemaking. The need for the woman in a family to become a member of the labor force, coupled with a growing demand for workers in service occupations, has evolved a need for utilizing home conomics courses to prepare students for gainful employment.

The purpose of this study was to develop a work orientation program for home economics related occupations. This was to be accomplished through identification of occupational areas related to home economics located in Connecticut; investigation of existing work orientation programs in home economics related occupations in the U.S., Puerto Rico, and the Virgin Islands, and recommendation of regional pilot centers for developing work orientation programs for home economics related occupations in Connecticut.

Information was gathered through letters, questionnaires, interviews, and statistical analysis. Home economics instructors throughout the country as well as those in Connecticut were contacted in order to obtain their reactions and opinions to the relative importance of various aspects of home economics work orientation programs.

All of the Connecticut home economics teachers in this study indicated that they would consider worthwhile the development of a work orientation program in home economics related occupations. The study concluded that the development of such a program was justified by the large number of persons now employed in such occupations and by the employment outlook.

Other conclusions were:

- Home economics content should be utilized to help prepare individuals for employment as well as homemaking.
- Home economics teachers need to be more realistic in their instruction and explore the kinds of work that individuals can and will do within the geographical area of employment of their graduates.
- Necessary for the development of the program is cooperation with public employment service personnel who have occupational information continuously available regarding reasonable present and future prospects for employment in the community and elsewhere.
- Assurance of placement after completing the program is necessary for the success of the program.
- The development of a work orientation program for home economics related occupations in Connecticut would be principally concerned with the recognition of realities and values regarding our society.
- Although the beginning positions are the initiating experiences for the majority of students, the work orientation program should be concerned with advancement opportunities as well as entry level jobs.
- Additional training beyond high school is necessary for advancement to higher levels of employment.

Questions on which further study is recommended were:

1. Are certain occupations "dead end" jobs? If so, how does this affect the people involved in such situations?

2. How can women be helped to assume the dual role of homemaker and employed person more effectively?

3. Is preparation for employment a distinctly separate facet of a home economics program, or should it be combined with preparation for improved family living?

4. How can more positive attitudes be gained toward such jobs as babysitting, domestic service, etc.?

5. Can a work orientation program be planned to prepare assistants for professional workers in nursery schools, child care centers, hospitals, etc.?

6. What evaluative criteria should be used for judging students' performances in a work orientation program?

7. What preservice and inservice preparation is needed for the teachers of work orientation programs for home economics related occupations?

Skilled Trades for Girls

Skilled Trades for Girls. Janice Neipert Hedges. Women's Bureau, Wage and Labor Standards Administration, U. S. Department of Labor, Washington, D. C. December 1967.

This article, which originally appeared in the *Occupational Outlook Quarterly*, describes opportunities for women in the skilled trades. It outlines the aptitudes which are required, physical requirements, types and length of training, and where training may be obtained. It also previews the employment outlook for skilled tradesmen through the mid-1970s, and discusses earnings and working conditions which may be expected.

The accompanying chart offers specific information regarding the duties, employment outlook, and earnings for a number of craft jobs which are well suited to women workers.

(See next page for chart)

Information on Craft Jobs Well Suited to Women Workers

Occupation	Of Interest to Girls	General Outlook	Earnings
Aircraft mechanic	A few aircraft mechanic specialties well suited to women are electronic auto pilot mechanic, airborne electronic computer repairer, radar repairer, and aircraft sheet-metal repairer. The U.S. Air Force currently is training women apprentices for these and other aircraft mechanic occupations.	Civil aviation requirements for aircraft mechanics are expected to reach 157,000 in 1975, a substantial increase over the 117,000 employed in 1966.	Mechanics employed by scheduled airlines had average weekly earnings of $155 in late 1966; others generally had lower earnings.
Appliance serviceman	The work of repairing small appliances such as coffee-makers, food mixers, and hair dryers, is suited to many girls—and what a handy skill for a girl to have!	Requirements for appliance repair servicemen are expected to reach 250,000 in 1975, up from 200,000 workers in 1966.	Most experienced appliance servicemen had earnings ranging from $110 to $140 for a 40-hour week in late 1966.
Automobile mechanic	Tuneup man; bonder, automobile brakes; automotive electrician; and automatic-window-seat and top-lift repairman are specialties of particular interest to women.	Workers in this occupation numbered 580,000 in 1966; requirements in 1975 are estimated at 690,000.	Skilled automobile mechanics employed by automobile dealers had estimated average earnings of $152 for a 40-hour week in 1966. All-round mechanics, automatic-transmission specialists, and tuneup men generally had the highest earnings.
Business machine serviceman	Specialties in which the physical demands are light include the repair of statistical machines, dictating-transcribing machines, and electronic computers.	Employment in business machine repair was about 80,000 in 1966; 1975 requirements are estimated at about 115,000.	Experienced servicemen generally earned from $95 to $150 a week in early 1967. The most highly skilled electronic computer servicemen earned as much as $235 a week.
Dispensing optician and optical mechanic	Requirements for these occupations, which include co-ordination of eyes and hands and judgment to attain conformance to specifications, can be met by many women.	1975 requirements for dispensing opticians are estimated at 7,800; for optical mechanics, at 14,600. These requirements represent little change over 1966 employment. However, an average of 500 openings annually will be available due to retirements, deaths, and transfers.	Mechanic trainees in large firms earned about $60 to $90 a week in early 1967; experienced mechanics, from about $90 to more than $160 a week. Dispensing opticians usually earned 10 to 20 percent more than mechanics.
Furniture upholsterer	Workers in this occupation may upholster household furniture or the furnishings of automobiles, airplanes, and railroad cars. These jobs generally require medium strength, but in some cases only light strength is needed.	Requirements in 1975 are estimated at 33,000, only 1,000 more than the number employed in 1966. Some growth plus replacement of workers who retire or die will result, however, in an estimated annual average of 700 openings between 1966 and 1975.	Rates for helpers frequently ranged from $50 to $70 for a 40-hour week in late 1966; for experienced upholsterers, from $80 to $180 a week.
Radio and television service technician	Strength requirements generally are light for radio repairmen; medium, for television repairmen.	Employment in 1966 was about 125,000; estimated requirements in 1975 are 153,000.	Many radio and service technicians in entry jobs in major metropolitan areas had straight-time weekly earnings ranging from about $70 to $100. Many experienced technicians had weekly earnings ranging from about $110 to $180.
Tool-and-die maker	The making of tools and dies is a highly skilled, creative job. Some jobs, especially in the clock and watch industry, require only light strength. Others, such as most of those in machine shops, require medium strength or more.	Employment in 1966 was 150,000; estimated requirements in 1975 are 180,000.	Tool-and-die makers in manufacturing industries in metropolitan areas surveyed in 1965–66 were paid an average of $115 for a 40-hour week in Portland, Maine, to an average of $166 a week in San Francisco-Oakland, Calif.
Watch repairman	The precise and delicate handling of tiny parts required in the repair and regulation of watches, chronometers, and other timepieces is well suited to many women.	Requirements in this occupation in 1975 are estimated at 25,000 workers, the same number employed in 1966. Retirements and deaths, however, will result in an average of about 700 openings annually in the period 1966–75.	Entry jobs generally paid $80 to $125 a week in early 1967. Experienced watch repairmen generally received from $120 to $175 a week.

Some Programs in U.S. For Continuing Education

The Continuing Education of Women; Some Programs in the United States of America. Marion Royce. Ontario Institute for Studies in Education, Toronto. 1968.

A project of the Adult Education Department of The Ontario Institute for Studies in Education has been exploring new trends and patterns in the continuing education of women. One product of the project is the documentation of programs and services in other countries as a frame of reference for policies that would facilitate more adequate provision for the continuing education of women in Canada. This report describes some programs in the United States with "widely different patterns under a variety of administrative arrangements" and provides "a sampling of goals and methods."

Eighteen programs at colleges and universities are described. Of particular interest to vocational educators are the descriptions of programs at five community colleges: Cuyahoga, Corning, Glendale, Hudson Valley, and Portland Community Colleges.

Project EVE is a community service of Cuyahoga Community College, Cleveland, Ohio, which provides information, counseling and referral services "for mature women at all levels of educational attainment who are making decisions relating to education, volunteer activities and employment opportunities."

The EVE program has consisted of individual counseling, group discussion sessions, a symposium for college-educated women, and two experimental programs conducted in cooperation with the suburban branches of the YWCA. In addition, a three-session evening program was held for a small group of women employed in jobs which they felt did not utilize their full talents, interest, and abilities. They were assisted in clarifying their goals for the future and in developing plans of action to increase their skills.

A Community Vocational Counseling Center is sponsored by Corning Community College, Corning, N.Y. The Center provides professional guidance and counseling services that are available to all members of the community. Both men and women are served by the Center, but women comprised 58 percent of the first year's case load.

In addition to its guidance and counseling services, the Center seeks to organize cooperation among industries, agencies and educational institutions in order to ascertain the vocational needs of the community and develop relevant educational and training programs.

In the future the Center hopes to compile and disseminate information on job opportunities in paraprofessional level occupations. At the present time a library of occupational and educational information has been established for use in counseling.

During counseling at Corning, clients are assisted in evaluating their own interests, aptitudes and personal values in face of the continually changing demands and expectations of society. The counseling interview may be supplemented by appropriate testing after which the results and recommendations are usually summarized in a written report. Parents of young adults and school-age students are encouraged to have an interview with the counselor, and members of the adult's family are encouraged to share in the counseling and participate in the making of future plans.

Forty percent of the enrollment of the continuing education program at Glendale Community College, Glendale, Ariz., is comprised of women. The curriculum in the continuing education program seeks to meet labor market demands for highly skilled and specialized personnel with course offerings such as legal secretarial and medical terminology. Other offerings include upgrading courses in business English, reading and study skills, and preparation for the high school equivalency certificate. Also of interest to some women have been the courses in Mathematics for Electronic Technician and Quality Control.

The Mature Returning Students (MRS) program at Hudson Valley Community College, Troy, N.Y., is

Profile of the Woman Worker
50 Years of Progress

1970	1920
AGE	
39 years old.	28 years old.
MARITAL STATUS	
Married and living with her husband.	Single.
OCCUPATION	
Most likely to be a clerical worker.	Most likely to be a factory worker or other operative.
Many other women in service work outside the home, factory or other operative work, and professional or technical work.	Other large numbers of women in clerical, private household, and farm work.
About 500 individual occupations open to her.	Occupational choice extremely limited.
EDUCATIONAL ATTAINMENT	
High school graduate with some college or post-secondary-school education.	Only 1 out of 5 17-year-olds in the population a high school graduate.
LABOR FORCE PARTICIPATION	
Almost half (49 percent) of all women 18 to 64 years of age in the labor force.	Less than one-fourth (23 percent) of all women 20 to 64 years of age in the labor force.
Most apt to be working at age 20 to 24 (57 percent).	Most apt to be working at age 20 to 24 (38 percent).
Labor force participation rate dropping at age 25 and rising again at age 35 to a second peak of 54 percent at age 45 to 54.	Participation rate dropping at age 25, decreasing steadily, and only 18 percent at age 45 to 54.
Can expect to work 24 to 31 more years at age 35.	Less than 1 out of every 5 (18 percent) women 35 to 64 years of age in the labor force.

(Prepared by the U.S. Department of Labor, Wage and Labor Standards Administration, Women's Bureau. April 1970.)

an effort to meet the needs of girls and women planning vocational futures. It attempts to gear planning to current job opportunities in business and industry and to training and retraining for jobs in the foreseeable future.

Three broad objectives of the program are: (a) to train or retrain mature women who have completed secondary education through short-term courses in preparation for entry or re-entry into employment; (b) to counsel and encourage mature women to begin or to continue regular college degree programs with ultimate career goals; (c) to provide individual non-credit courses for mature women who want to pursue a special interest other than an occupational one.

It is anticipated that in the future training may be extended to women who are unemployable because of functional illiteracy, lack of skills or inadequate educational background.

Portland Community College, Portland, Ore., offers ten-session courses for women in personal educational and vocational improvement. These programs are designed to meet the needs of the individual members of each group through educational and vocational information and exploration of individual interests, abilities, and attitudes. Testing and individual counseling are made available in addition to the visual aids, visiting lecturers, consultants, tape recordings, panel discussions, and group counseling offered with the course.

In addition to the community college courses described in this report, four programs developed under other auspices are reported: the Council for the Continuing Education of Women, Inc., an inter-institutional community program of greater Miami. Fla.; Project: *Womanpower,* sponsored by the National Council of Negro Women, Inc.; The New York State Guidance Center for Women, an agency of Rockland Community College, Suffern, N.Y., and the Women's Talent Corps, a nonprofit corporation for the training and career development of women from low-income neighborhoods in the metropolitan area of New York City.

plain talk

George L. Brandon, Editor, Research Visibility

NCES Research in Vocational Education. The National Center for Educational Statistics (NCES) of the U.S. Office of Education indicates great interest in vocational education in an informal schedule of activity and publication which is quite tentative at this time. By December reading, the list undoubtedly will be sharpened up in terms of activities presently under way and those which are contemplated in the future. It is important that vocational educators become aware of the activities and publications of NCES and maintain communication with the Center.

The following list is indicative of the Center's interest and plans:

Proposed Surveys and Publications

1. Adult Basic Education
2. Vocational Education Statistics Available in Federal Agencies
3. Vocational Education Student and Staff Characteristics
4. Adult Higher Education
5. Adult Education Participation
6. Adult Education in the Public Schools
7. Vocational Education Public School Directory
8. Adult Education in Programs Sponsored by the U.S. Office of Education
9. Adult Education Manual of Terminology
10. Vocational Education Report Manual
11. Vocational Education Classification System for Reporting on the Disadvantaged and Handicapped
12. Vocational Education and Life Patterns
13. Vocational Education Directory of Private Schools
14. Adult Education in Community Groups
15. Occupational Training in Business and Industry
16. Other proposed studies:
    Adult Education Special Studies
    Vocational Education Special Studies
    Vocational Education Manual of Terminology
    Adult Education Directory of Institutions

As additional and more refined information becomes available, *RV* will make it known to readers; otherwise, direct your inquiries to NCES, U.S. Office of Education, FOB 6, 400 Maryland Ave., S.W., Washington, D.C. 20202.

The Governor and Lynda. No, not the title of a new AVA publication, but an interesting sequel to *A Conversation With Lynda* (see *RV* November 1970). The Governor, in this case Governor Peterson of Delaware, has written to all Governors in the States recommending their review of the publication and the development of awareness of the uniqueness of youth and solutions to their problems. Governor Peterson's letter is not only different in his expression of needs and awareness, but it emphasizes the importance of vocational education to people *themselves* exclusive of its importance to an economy. An excerpt of Governor Peterson's letter makes its own strong case:

"I also invite you to take a few moments for a rare glimpse into what vocational education is doing for *One* person, a young lady with whom I am personally acquainted, Miss Lynda Ford. The enclosed booklet, *Conversation With Lynda,* has just been published by the American Vocational Association. Lynda was chosen for this publication, not for her many accomplishments, but for her ability to express what the many thousands of vocational students are wanting to say.

"As Chairman of the Education Commission of the States, I am vitally concerned with vocational education and the critical need for skill training for our young people. We see the statistics, the research and all of the other vital information on what vocational education can do and is doing for people. The enclosed issue of *COMPACT* magazine, published by the Commission, gives a broad picture of problems in this area.

"True, Lynda is just one person and she is unique. But so is every other young person in his or her own way and Lynda, I think, is uncommonly able to articulate what so many of them feel."

No doubt, the heart of the Governor's letter exemplifies the spirit of the Vocational Amendments of 1968. It is refreshing that the "spirit" is still at work in 1970.

Ask the Students. AVA's *A Conversation with Lynda* and Governor Peterson's letter appear as instant fulfill-

ment of one of the recommendations of the Issue Panel on Professional Bonds, which met at the Post-secondary Occupational Education Seminar sponsored jointly by AVA and the American Association of Junior Colleges in May 1970. The Panel recommended "enlistment of advice and assistance of occupational education students in communicating the societal contributions of occupational education" as one means of changing negative attitudes about vocational education. Other suggestions were:

- Intensive and continuing communication about occupational education at the national, state and local levels.
- State planning of the utilization of human resources to avoid unnecessary competition between and duplication of institutions and programs.
- Development of occupational education planning in each of the states on a state-wide basis.
- Improvement of the product of occupational education by improving instruction.

Copies of seminar proceedings are available from AVA at $2.00 each.

"Where the Action Is," a film showing how proper vocational and technical education, particularly at the post-secondary level, can prepare young people for their place in the world of work, is one "communications" method of changing negative attitudes about vocational education. The film, developed by the Milwaukee Technical College, may be rented from Instructional Media Center, Visual Instruction Bureau, Division of Extension, Drawer W, The University of Texas, Austin. A charge of $1 plus postage each way is made for a three-day use of the film.

WHY DO WOMEN WORK? . . . According to the Women's Bureau of the U.S. Department of Labor, nearly half the women 18 to 64 years old who took jobs in 1963 went to work because of economic need. Particularly likely to have taken jobs for economic reasons were women who were widowed, divorced, or separated from their husbands (54 percent) and married women living with their husbands (48 percent).

The proportion who indicated financial necessity, including husband's loss of job, as the reason for going to work was even higher among married women whose husbands earned less than $60 a week (73 percent) and those who had children under 6 years of age (56 percent).

Of married women who stopped working in 1963, only a small percentage did so because they no longer needed to work.

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For information on ordering documents, see next page

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ORDERING INFORMATION

The material reported on in *Research Visibility* may be obtained from several sources. The source of each publication is indicated in each entry. The key to the abbreviations used there and instructions for obtaining the publications are given below:

CFSTI—Clearinghouse for Federal Scientific and Technical Information, Springfield, Virginia 22151. Copies of reports with this symbol may be purchased for $3 each (paper) or 65 cents (microfiche). Send remittance with order directly to the Clearinghouse and specify the accession number (AD or PB plus a 6-digit number) given in the listing.

ERIC—Educational Resources Information Center, EDRS, c/o NCR Co., 4936 Fairmont Ave., Bethesda, Maryland 20014. Copies are priced according to the number of pages. The MF price in the listing is for microfiche; the HC price is for paper copies. Send remittance with order directly to ERIC-EDRS and specify the accession number (ED plus a 6-digit number) given in the listing. *How to Use ERIC*, a recent brochure prepared by the Office of Education, is available from the Superintendent of Documents, Government Printing Office, Washington, D.C. 20402; the catalog number is FA 5.212: 12037-A; price: 30 cents.

GPO—Government Printing Office. Send orders directly to Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20402, with remittance for specified amount.

MA—Manpower Administration. Single copies free upon request to U.S. Department of Labor, Manpower Administration, Associate Manpower Administrator, Washington. D. C. 20210.

OTHER SOURCES—Where indicated the publication may be obtained directly from the publisher at the listed price. Address for The Center for Vocational and Technical Education, The Ohio State University, is: 1900 Kenny Rd., Columbus, Ohio 43210.

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